

CHILD & YOUTH CARE *forum*

Volume 25, Number 1, February 1996

EDITORIAL

- All in the Family? 3

ARTICLES

- The Effects of Training on the Quality of Family Child Care for Those Associated with and Not Associated with Professional Child Care Organizations 7

Karen DeBord and Janet Sawyers

Training appeared to have a greater effect on child care workers who were not affiliated with child care associations than on those who were; possible reasons for these findings and some implications are suggested.

- Group Care Workers as Parent Educators 17

Frank Ainsworth

The author suggests how, by concentrating attention on parent education using a variety of techniques, child and youth care workers can facilitate family reunification and effective parenting.

- After-School Care Arrangements and Maternal Employment:
A Study of the Effects on
Third and Fourth Grade Children 29

Pauline M. Howie

Measures of self-esteem, anxiety, social status, life skills competence, and academic achievement showed no differences among children who were in center care vs. parental care, whether or not their mothers worked in paid employment.

- Comment on Howie 41
Roderick Durkin

Rejoinder to Durkin	45
<i>Pauline M. Howie</i>	
Listening to Youth: Woodstock, Music, America, and Kurt Cobain's Suicide	49
<i>David Seelow</i>	
The developmental role and meaning of adolescent tastes in music, "heroes," and other subcultural artistic expressions are reviewed, using examples provided from the current teenage "scene."	
Comment on Seelow: What Does It Mean for Kids? For Us?	55
<i>Michael Baizerman</i>	
Rejoinder to Baizerman	59
<i>David Seelow</i>	
STAR Parenting: A Model for Inservice Training of Child Care Professionals	61
<i>Donald L. Platz</i>	
A basic, four-session parent training curriculum is suggested to be useful for the inservice training of early childhood day care center staff as well, and a pilot program is described and assessed.	

On the Office Door:

... what a homeless child needs is something that behaves and feels—to the child—like a family, not simply something that looks like a family from the outside.

Zvi Levy

Send in yours.

CHILD & YOUTH CARE forum

Volume 25, Number 2, April 1996

EDITORIAL

- On the Separation of Church and State** 71

ARTICLES

- The Aftermath of Nonsubstantiated Child Abuse
Allegations in Child Care Centers** 73

Judith A. Bordin

This study documents that allegations of child abuse, even unproven ones, can have serious consequences for day and residential child care programs, differentiates such consequences for cases adjudged to be inconclusive vs. unfounded, and draws implications for investigations, policy, and staff training.

- Head Start Teaching Center: Describing the Initiation
of a New Approach to Head Start Staff Development** 89

David A. Caruso, Diane M. Horm-Wingerd, and

Lynda Dickinson

The authors report on the development and program of one of 14 federally-funded projects designed to study and demonstrate alternative approaches to training child care center staff, as well as its implications for the exemplary program within which the training was conducted.

- Parent Education and Training or Family Therapy:
Does It Matter Which Comes First?** 101

Frank Ainsworth

As residential group care programs have given increasing attention to family-linked services, parent and family therapy have been emphasized, but the author suggests that a focus on parent education and training may be more appropriate and productive.

Infant Transitions: Home to Center-Based Child Care

111

Jerlean Daniel and Janet Shapiro

Factors that encourage or impede the infant's transition to day care—including the structural climate of the center and the interrelated needs of infants, parents, staff, and administration—are examined and guidelines to facilitate relational development and enhance attachment quality are suggested.

Maternal Employment Status, Mother-Infant Interaction, and Infant Development in Day Care and Non-Day Care Groups

125

David A. Caruso

Those who work with other age groups as well may want to consider the results of this study, which suggests that questions regarding infant day care should often be framed in the larger context of family processes, including a wide variety of factors that can influence development.

On the Office Door:

All lives are connected to other lives. Where all human connections are distrusted, the human being is very quickly lost.

James Baldwin

Thanks to Hans Erikson

Send in yours.

CHILD & YOUTH CARE forum

Volume 25, Number 3, June 1996

EDITORIAL

- What's Sauce for the Goose . . .** 137

SYMPOSIUM **Addressing Client Needs Through Child Care Policies and Practices**

- Child Care Choices: Low Income Mothers in
Bridgeport, Connecticut**

139

Lara B. Herscovitch

Although expense was predicted to be the greatest barrier for low income parents in obtaining formal, licensed child care, parents' lack of trust was shown to be the primary factor for many.

- Promoting Quality Services for Preschoolers with
Special Needs in Community-Based Programs**

155

Sarah Jane DeHaas-Warner and

Elizabeth Louise Pearman

Least restrictive environment mandates often lead to placement of children with special needs in community-based settings, but the quality of services and their ability to meet special needs are questioned and suggestions are offered.

- Consensus as a Prerequisite for Quality in Early Child
Care: The Dutch Case**

165

Paul Vedder and Ellen Bouwer

Lack of agreement on some important goals and practices between staff and parents, especially immigrant parents, is identified and suggestions are offered for enhancing communication and achieving wider consensus in ways that can enhance program quality.

ARTICLES

- Assessment of Abuse in Runaway and Homeless Youth** 183
P. David Kurtz, Anne Hick-Coolick, Sara V. Jarvis, and Gail L. Kurtz
Staff members from four runaway/homeless shelters report using a variety of informal but few formal procedures in assessing abuse of the adolescents they serve and in responding to such situations.
- Play in Home Spaces in Family Child Care** 195
Betsy Squibb and Joel King
This observational study reveals some of the potential benefits of family day care programs compared with center care in the context of the dynamics of play in home settings and its cognitive and other developmental values.

On the Office Door:

CALL FOR PAPERS *Intergenerational Program Research*

A forthcoming special issue of *Child & Youth Services* will feature conceptual development, impact assessment studies, and qualitative research on the nature of interactions in intergenerational programs, which typically link older adults with children or youth in community settings. Send inquiries or manuscripts (approximately 15 pages, 4 copies in APA format, by October 31, 1996) to Valerie S. Kuehne, Issue Editor, Director and Associate Professor, School of Child and Youth Care, University of Victoria, P.O. Box 1700, Victoria, British Columbia V8W 2Y2, Canada. Phone 604-721-7987; fax 604-721-7218, e-mail <vkuehne@hsd.uvic.ca>.

CHILD & YOUTH CARE forum

Volume 25, Number 4, August 1996

EDITORIAL

- Exploring in Depth** 209

SPECIAL FEATURE

The "Therapeutic Parent": A Model for the Child and Youth Care Profession

Craig N. Shealy

Using job analysis methodology and a four-step process of exploration and analysis with child and youth care professionals, the author derives a conceptual and applied model for direct practice with implications for professional identity, content-valid and legally defensible selection procedures, and education and training.

I. Overview	211
Child and Youth Care Workers as Therapeutic Parents	212
Job Analysis and the Therapeutic Parent Model	213
 II. The Job Analysis Workshops	
Workshop 1	216
Workshop 2	220
Workshop 3	229
Workshop 4	236
 III. Implications and Discussion	
Professional Practice and the Therapeutic Parent Model	244
Selecting Therapeutic Parents	258
Educating and Training Therapeutic Parents	264
 IV. Summary and Conclusion	
	267

On the Office Door:

We have stumbled badly by failing to articulate a coherent, integrated body of theoretical knowledge and technical competencies, the acquisition of which would serve to identify the trained child care worker as a professional in his or her own right.

Buell E. Goocher

Thanks to Craig Shealy.

Send in yours.

CHILD & YOUTH CARE forum

Volume 25, Number 5, October 1996

EDITORIAL

- Carol, Welcome Aboard!** 275

SYMPOSIUM: SHEALY'S THERAPEUTIC PARENT MODEL—RESPONSES FROM THE FIELD

Craig Shealy's article in the previous issue of CYCF, which comprised virtually the entire issue, stimulated a variety of spirited reactions from interested colleagues. These are presented here, together with Shealy's rejoinder, and further comments on these core professional issues are invited.

- Introduction: Calling Our Bluff** 277
Jerome Beker
- Where Do We Go from Here?: Building on Shealy's Work** 281
Buell E. Goocher
- Can We Get There from Here?: A Comment on Shealy** 285
Michael Baizerman
- Do Alabama and New-Moab Belong to the Same Child Care Universe?: A Response to Shealy** 289
Mordecai Arieli
- Empirical Research and Prescriptive Models:
Some Questions About Shealy's Work** 293
Douglas Magnuson

**Toward a Professional Dead End or a Dynamic Process of
Professional Development? The Paradoxes of Shealy's
"The Therapeutic Parent: A Model for the Child and
Youth Care Profession"**

297

Karen VanderVen

**We Need a New Profession—Not Just an Upgraded
Direct Care Worker! A Response to Shealy**

305

Mette Christiansen

**Rejoinder: *To Be and Not to Be, To Know and to Do?*
That Is the Question (and the Therapeutic Parent
Model Has an Answer)**

311

Craig N. Shealy

Erratum Note

In the article by Craig Shealy in the previous issue of this journal (Vol. 25, No. 4, August 1996), the table reference on page 255, line 15, should read Table 3 (not Table 1); on page 265, line 10, it should read Tables 3-6 (not Tables 1-4).

On the Office Door:

We are an open field. We welcome new members and "active players."
Please join us.

Karen VanderVen

Send in yours!

CHILD & YOUTH CARE forum

Volume 25, Number 6, December 1996

EDITORIAL

- Good News, Bad News** 351

ARTICLES

- Comparison of Accredited and Non-Accredited Family Child Care Programs on Program Quality, Provider Professionalism, and Family Support** 353

Anita P. Smith and Richard C. Endsley

Accredited family child care programs were rated higher than non-accredited ones on program quality and professionalism, the latter including such variables as education, training, and professional affiliations, but not on experience or job satisfaction, and no differences between the groups were found in spousal support or family functioning.

- Perspective-Taking and the Socialization of Staff** 379

Douglas Magnuson, Randall W. Bachman, and Veronique Theunissen

Perspective-taking, a vital skill in effective developmental child and youth care work, staff relationships, and supervision, is described, analyzed, and illustrated through examples from actual experience.

- Team Consultation Model: Alcoholism and Drug Abuse Training for Head Start Staff** 393

Karen K. Buetens and Eileen Sullivan

The Team Consultation Model evolved on the basis of feedback from training workshop participants and demonstrated a more collaborative, interactive approach with implications for other areas of the field; both advantages and disadvantages are described.

**Accentuating the Positive??: An Analysis of Teacher
Verbalizations with Young Children**

403

Deborah J. Cassidy and Martha J. Buell

Although global classroom quality in preschool settings improved significantly after relevant college coursework, teacher verbalizations in critical areas did not become more appropriate; implications for staff preparation and policy issues are discussed.

BOOK REVIEW

The Gus Chronicles: Reflections from an Abused Kid,

by Charles D. Appelstein

415

Reviewed by Ann M. Halverson

On the Office Door:

The things that the child loves remain in the domain of the heart until old age. The most beautiful thing in life is that our souls remain hovering over the places where we once enjoyed ourselves.

Kahlil Gibran

(from *Wisdom of Gibran*, Philosophical Library, 1966)

Thanks to Derval Hayes

Send in yours!

